DOCUMENT RESUME

ED 104 184 HE 006 290

TITLE	University of Wisconsin-Madison and Open Education. A Report to the UW-Madison University Committee by a Special Faculty Committee on University Outreach Functions.
INSTITUTION	Wisconsin Univ., Madison.
PUB DATE	5 Feb 75
NOTE	52p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Adult Students; *Continuous Learning; Departments; *Educational Opportunities; *Higher Education; *Open Education; Scheduling; School Community Relationship; State Universities
IDENTIFIERS	*University of Wisconsin Madison

ABSTRACT

This document supplies a detailed rationale for four principal recommendations: (1) that the campus revise, adapt, or develop selected programs in keeping with open-education patterns, thereby making educational opportunities more readily available to significant constituencies not presently being served; (2) that campus departments schedule more of their regular on-campus credit courses and programs at nontraditional hours to better serve a growing metropolitan-type citizenry with clear need for lifelong learning opportunities; (3) that campus departments reaffirm their responsibility for all credit-bearing instruction, develop and offer appropriate instruction off-campus, and draw on Extension for necessary academic-support services and coordination; and (4) that the campus reaffirm its traditional commitment to broad noncredit educational outreach and develop those faculty policies and administrative arrangements that will assure a close relationship among university teaching, research, and outreach in the interests of effective public service of high quality. (Author)

ED104184

UNIVERSITY OF WISCONSIN—MADISON

AND

OPEN EDUCATION

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HE 006 290

A Restatement of the Wisconsin Idea

By a Faculty Committee

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"The people of Wisconsin have assembled at Madison a distinguished reservoir of educational skills, resources, and facilities--a reservoir not alone for those who can come to the campus at conventional times in traditional configurations, but for the part-time learner wherever he or she may be.... Campus skills, resources, and facilities grow only as they are shared."

A REPORT TO THE UW-MADISON UNIVERSITY COMMITTEE BY A SPECIAL FACULTY COMMITTEE ON UNIVERSITY OUTREACH FUNCTIONS

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Issued Contiguous with the 125th Anniversary of the University and the American Bicentennial Observance, at Madison, Wisconsin, 5 February 1975

PREFACE

Symbiotic relationships between the American idea and higher learning have come to be a distinquishing characteristic of American democracy. The founders of the nation saw with Jefferson that ignorance was the enemy of freedom, prosperity, and security and they set about to erect, sometimes painfully, yet steadily, an educational system that would support the great experiment. As a capstone to that system there have emerged colleges and universities infused with a sense of open education.

To their instrumentalities of higher education Americans have brought vital intellectual and financial resources: a profound belief in the importance of the individual, an abiding faith in the efficacy of learning, a goal of equality of educational opportunity, a driving curiosity, insistent demands for both liberal and technical knowledge, and unprecedented public and private support. American colleges and universities, in turn, have come to see it as their mission to develop educational skills unrecognized by the traditional academy, educational resources reflecting the aspirations of a vigorous democracy, and educational services related to the needs of patron communities.

These adjustments have created a new university, still scarcely aware of its potential, self-critical of its limitations, inspiring and inspired in the scope of its dreams. The new American university performs three interdependent functions--teaching, research, and outreach. In so doing, the university seeks to be both responsible for traditional ideals and responsive to current public needs. The University of Wisconsin-Madison has distinguished itself in all three functions, and particularly in what has been called "the Wisconsin Idea" -- university outreach.

Early in 1974, the University Committee, the "executive committee" of the UW-Madison faculty, appointed the undersigned special faculty committee "to examine the present outreach or extension functions of the Madison campus and to bring recommendations as to how our responsibilities might be expanded or better carried out if either appears appropriate."

During a year of discussions and consultations, the Committee on University Outreach Functions brought to the University Committee four sub-reports on four phases of open education. This document is a reordering and consoldiation of those reports, distributed to lend appropriate emphasis to a revivification of UW-Madison outreach in keeping with the 125th anniversary of the campus, the 70th anniversary of the "Wisconsin Idea," and the principles of open education implied in the American revolution.

The Committee is convinced that its recommendations carry forward essential teaching, research, and outreach traditions of UW-Madison into a future bright with challenge.

FOR THE UW-MADISON FACULTY COMMITTEE
ON UNIVERSITY OUTREACH FUNCTIONS

I. DEFINITIONS AND DELINEATIONS

OPEN EDUCATION IN GENERAL

Background

The history of all great American universities has been one of continual responsiveness to the changing educational needs of a changing American society, yet at the same time of continuous responsibility for irreplaceable academic standards. In the great higher-education adaptations of the past century, the University of Wisconsin-Madison has pioneered or participated:

> Land-grant Colleges of Agriculture and Engineering emerging to provide for "the liberal and practical education of the industrial classes," yet in intimate association with the antecedent College of Letters and Science.
>
> A controlled course elective system, carefully widening the classical curriculum to include a broad array of offerings in the arts, sciences, and social studies.
>
> The Graduate School, stimulating research activities founded in the basic disciplines and applied to national issues.
>
> Professional schools, broadening in turn the reach of the higher learning to emerging pursuits.
>
> The institutionalization of the concept of university outreach through extension programs rooted in campus departments, a state educational radio network emanating from the campus, and two-year extension centers linked to Madison.
>
> The spin-off of four-year campus clusters of excellence in metropolitan areas of the state.
>
> The remarkable response of the whole institution to the diverse needs of such tides as Depression, World War II, and their international aftermaths through a steady introduction of new courses, programs, majors, and degrees of university caliber to meet changing societal requirements for professional training or cultural enrichment.

Yet the ultimate is never attained in "a community of scholars made as useful as possible." Today, UW-Madison continues to be called upon to respond to new educational needs while maintaining traditional quality control over educational processes.

The educational need, broadly stated, stems from four principal factors: (1) a substantial population presently unserved by conventional campus configurations, (2) a knowledge explosion that greatly shortens the half-life of any information, (3) increasing educational requirements

for entry and/or progress in many pursuits, (4) increased awareness of inequality in educational opportunities for women and minorities, and pressures for change, (5) clear evidence that lifelong learning for many purposes is an emerging American pattern.

The need for continued high standards is likewise apparent in the presence of repeated public expressions that there be no compromise with quality in Wisconsin higher education. The credibility of a UW-Madison diploma most assuredly must be maintained.

Open Education Trends

While many developments, under many names, are either in being or under discussion, internationally, nationally, and in Wisconsin, most or all can be subsumed under the term "open education." The "open education" concept is a central concern of American higher education today. It can involve modified admission requirements specially designed courses, certificate sequences, or degree programs varied methods and modes of teaching; more individual student involvement in the academic planning and study process, new or modified measures of attainment modified definitions of campus residence--in substance, a "learning system" that tries to combine a focus on changing student needs with a basic retention of institutional standards.

Some institutions professing to be "open" seem scarcely to have brought themselves to the posture already developed by UW-Madison, others have so departed from normal collegiate patterns that conventional criteria are incapable of measuring the work of either staff or students.

Three general "open education" models, not mutually exclusive, may be described as follows:

1. The institution that offers some of its regular programs in non-traditional times, places, and modes, employing conventional course credits or credits-by-examination but waiving or relaxing conventional residency regulations, such as Columbia and Harvard Universities.

2. The institution that develops and extends certificate or degree curricula specifically designed for various groups of adults, and awards some credit for program-related out-of-class learning on the basis of various evaluative devices, such as the University Systems of California and Florida.

3. The institution that presents no instruction in and of itself, but awards degrees based on advising and assessment, using attainment measures unrelated to conventional credit, such as the New York Regents University.

Some "open education" programs are in the nature of general or "life" studies; others are field or profession oriented. Some are sub-baccalaureate, some baccalaureate, some sub-master's, some master's, some post-master's, some even at the PhD level. Some "open education" developments are associated with individual institutions, some with city or state systems, some with regional consortia. National boards are evolving for the cooperative assessment of "experiential" and "competency-based" learning, and of "external" degrees.

Whether "open education" modes are based on old or new concepts is largely irrelevant. The real concerns are whether the concepts meet the needs of learners and maintain high-quality standards. These criteria take precedence over all else. New options for new students need not be interpreted as a relaxing of academic rigor if they are properly conceived, professionally supervised, and appropriately evaluated for their true worth. They can, in their various and diverse forms, be part of the continuing movement that has periodically added vitality to higher education.

The Present Wisconsin Situation

The University of Wisconsin System's present thinking on "open education" is embodied in "A Planning Prospectus for the Open University," prepared by a Planning Task Force under the chairmanship of Prof. E. Nelson Swinerton, dated 20 November, 1973, and explicated in a more recent UW System Issue Paper No. 5. The proposal envisioned (1) a Regents College which would offer a competency-based undergraduate degree program in life studies, drawing on System and state resources for instruction, (2) a support system consisting of an advisory network, a research and development unit, and a staff development program, and (3) campus-designed "open education" programs or degrees which will be field or profession oriented.

Specifically, the Swinerton Report proposes that each System Campus revise, adapt, or develop programs in keeping with open-education modes so that "they can be more readily available to a larger number of constituencies not now availing themselves" of existing programs.

UNIVERSITY OUTREACH IN PARTICULAR

Background

Scope. The essence of outreach is that a university initiates or participates in efforts to help create educational opportunities for all citizens and to help solve public problems.

While their forms are many, varied, and often combined, present UW-Madison outreach programs can be usefully categorized as follows:

A. Credit outreach - (1) opening up regular campus classes to non-degree aspirants, such as the role of the Office of Special Students, (2) scheduling classes at non-traditional hours, such as the evening program of the School of Business, and (3) conducting instruction off-campus, such as the classes held throughout the state by the School of Education.

B. Non-credit outreach - (1) relatively formal institutes, conferences, clinics, and workshops, such as the Graduate School of Banking and the Summer Youth Music Clinics; (2) educational media, such as books, bulletins, films, and radio-TV; (3) a wide range of relatively informal public service programs, such as the research-dissemination activities of the Sea Grant Program; and (4) consultations with communities, government agencies, schools, businesses, and nations by expert faculty,

such as the work of the University-Industry Research Program, the Office of Undergraduate Orientation, and the Land Tenure Center.

Purpose. University outreach programs have as their primary purpose to deliver Campus educational skills and resources to individuals, groups, organizations, and agencies for use in meeting personal aspirations and in solving societal problems. As a corollary, the outreach function brings back to the Campus those essential public insights and impulses that enliven teaching and stimulate research. It also helps to build those public appreciations that keep open the doors to research, free inquiry, and broad educational opportunities; to reinforce the support of the constituency that sustains the institution; and to continue the acceptance of the university as the highest order of a free institution of learning at the service of the commonwealth.

"Wherever men and women labor in the heat, or toil in the shadows, in field or forest, or mill or shop or mine, in legislative halls or executive offices, in society or in the home, at any task requiring an exact knowledge of facts, principles, or laws, there the modern university sees both its duty and its opportunity."[1] In turn, as the university "moves out to the people and comes to grips with the people's problems, it is certain the people will bring to the university the support it needs for survival in these difficult times."[2]

Processes. Outreach scholars are in general agreement as to the ingredients of an effective university outreach process: (1) a clear-cut statement of the university's outreach mission, (2) a commitment to it on the part of all echelons and personnel, (3) adequate financing, (4) a direct two-way channel between outreach specialists and university departments, schools, and colleges, (5) a close relationship between research and outreach, (6) coordinated outreach administration, (7) a suitable reward system for outreach duties, (8) an outreach curriculum both responsible for institutional standards and responsive to public needs, (9) effective teaching techniques and materials, and (10) cooperative relationships with community groups, agencies, and schools.

In its broadest sense, university outreach is an institutional state of mind which views the university not as a place but as an instrument. In actual operation, outreach leaders, whatever their affiliation, seek to identify public problems, to stimulate public awareness and concern, to interpret public educational needs to the university, to focus university skills and resources upon them, and thence to translate university insights into a wide range of formal and informal educational service activities throughout a state or region. The outreach mission, in essence, is to bring campus and community into fruitful juxtaposition, thereby immeasurably enriching the life of both.

Precedents. Madison's oldest outreach program was probably the Farmers Institutes organized around the state beginning in 1885; among the newest, the educational-telephone-network (ETN) refresher instruction conducted by the Medical School for Wisconsin doctors.

They are representative of a commitment that has come to be called "the Wisconsin Idea," characterized by President Charles R. Van Hise in 1904 as a pledge to make "the beneficient influences of the University available to every home in the state," more recently by a 1949 UW Faculty Functions and Policies Report as the concept of "a community of scholars making itself as useful as possible."

In the whole history of education, it has been said, no event has had more importance than this conceptualization of university outreach on the part of the University of Wisconsin-Madison.[3] Indeed, UW-Madison has "taught the university world that the university of the people has the responsibility of taking the university--the professors, the books, the skills, the findings of research, the interpretations, the insights, the forums, and the publications to the people--as far as feasible, of making all the resources of the university available to the people beyond the college walls."[4]

In recognition of this traditional commitment, the Select Missions assigned UW-Madison by the Board of Regents in January 1974 include:

"(e) Providing public service by application of the results of scholarly and scientific inquiry for the benefit of society, and by meeting the continuing educational needs of the public through coordinated statewide outreach programs, in accordance with its designated land-grant status.

"(f) Encouraging cooperative use of its resources by state and national agencies and continuing extensive participation in statewide, nationwide, and international programs."

Current Concerns

Over the years UW-Madison developed five principal instrumentalities to help carry on its outreach mission: (1) a General Extension Division, originally incorporating two-year Centers that are now a part of the Center System, (2) an Agricultural Extension Service, in cooperation with Wisconsin counties and the U.S. Department of Agriculture, (3) WHA radio-TV and the University Press, (4) various special offices, individuals, and programs directly associated with sponsoring departments or schools/colleges, such as the Geological and Natural History Survey, and (5) several overseas-programs offices. Since 1970, many of these outreach instrumentalities and arrangements once indigenous to the UW-Madison have been expropriated or modified to a greater or lesser degree by the UW Central Administration. Implemented imperceptively, the emerging System Outreach Provost concept could make the drift even more definite, divorcing outreach from its historic base in Campus resources and the Campus from appropriate constituencies.

We share the University Committee's expressed concern "that in an effort to coordinate statewide functions, some of the traditional outreach programs will be eliminated or removed from the control of the Madison Campus." We concur that "the teaching, research, and outreach functions of such programs be again united" in effective ways.

The views of the just-appointed University Outreach Provost, Prof. Wilson B. Thiede, are encouraging:

"As soon as a strong, free, and independent extension system has been planned, the first admonition must be to relate it closely to the residence teaching and research sources, in order to build the university and serve the public in the great American landgrant tradition."

This Report is in concert with that challenge.

REFERENCES

[1]P.P. Claxton (U.S. Commissioner of Education) in Proceedings of the First National University Extension Conference, (Madison, Wis., 1915), 30.

[2]L.H. Adolfson (UW Dean of Extension), University Extension in Wisconsin, (Madison, Wis., 1953), 4.

[3]James Creese (adult education scholar), The Extension of University Teaching, (New York, 1941), 56.

[4]Frank Graham (President, University of North Carolina) in Higher Education for American Society, (Madison, Wis., 1949), 188.

II. OPEN EDUCATION

RECOMMENDATIONS

Our summary recommendation is as follows:

That UW-Madison revise, adapt, or develop selected programs in keeping with open-education patterns, thereby making educational opportunities more readily available to significant constituencies not presently being served. In so doing, the UW-Madison faculty will necessarily review any such factors involved in open education as geography, schedules, credit syndromes, and definitions of teaching and learning.

Our specific recommendations are as follows:

1. Utilize extended-timetable, off-campus class, supervised independent learning, equivalency testing, and mediated instruction concepts to extend significantly the availability of some existing credit courses and degree programs to selected groups of adults with high felt needs and for whom UW-Madison is the most appropriate resource.

2. Develop new credit non-degree professional-development or cultural-enrichment courses and programs, particularly at the post-baccalaureate and post-master's levels, tailored to meet special needs yet reflecting the same rigor and discipline that characterize all formal learning and evaluation at UW-Madison.

3. Coordinate such developments with Central Administration's Provost for University Outreach to assure maximum service to state-wide clientele with minimum duplication of System effort.

4. Review current Campus and School policies respecting student admissions, acceptance of credit by examination, transfer of credits, residence requirements, degree requirements, financial aids, fee schedules, and support services in the light of "open education" criteria.

5. At an appropriate time, consider alliances with emerging regional open learning consortia.

6. Refine means of recognizing, in determining teaching loads, and in tenure, promotion, and merit deliberations, the services of professors in the less-structured formats of open learning situations, such as in supervision of independent learning, in equivalency testing, and in instruction occuring in irregular times, places, and patterns.

7. Recognize the essential need for special academic counseling and other support services for returning adults.

8. Reflect open learning opportunities in the allocation of campus resources, without degrading existing programs.

9. Through in-service development, introduce faculty to the use of non-traditional forms and materials.

10. Build into all developmental programs suitable evaluative devices so that in five years we will know where we've been and where we ought to be going.

CONCLUSIONS

With respect to "open education," our deliberations have led us to the following conclusions:

1. There is good evidence that UW-Madison can serve, and serve well, increasingly diverse groups of adults.

2. Such education can properly encompass times, places, patterns, and methods that have not been wholly traditional.

3. With little modification or adaptation, existing campus precedents, policies, and practices can be employed with comparative ease and swiftness to meet some "open education" criteria.

4. Other departures will require the investment of faculty time and insights, and institutional resources.

5. Whatever the substance or pattern of UW-Madison "open education" offerings, they must be under the supervision of appropriate UW-Madison faculty.

6. In decisions reflecting appointment, retention, promotion, and merit awards, measures must be developed to reflect the investment of faculty time and talent in "open education" roles.

DISCUSSION

Public Needs in Wisconsin

Several Wisconsin studies of unfilled higher education needs, and surveys and experiences elsewhere, clearly suggest there are undoubtedly in Wisconsin significant numbers of people who require a variety of new learning options of university caliber: Employed persons with degrees seeking professional or cultural up-grading, persons with some college work short of degrees who wish to improve their situations, professionals and paraprofessionals who find they must keep up-to-date, women who wish to resume their studies, retired men and women, inmates of penal institutions, minority group people, and others also for whom existing campus programs and schedules are inconvenient or inappropriate--a widely diversified group who seek in a significant way to enrich their lives in ways the University can assist.

The widely dispersed availability in Wisconsin of beginning post-secondary education may mean that in Wisconsin there is a larger than average potential clientele for upper-division and post-baccalaureate open-learning opportunities.

At the same time, the numbers of conventional 18-25 year-old college-age students will shortly begin to decline, freeing up instructional personnel and facilities for open-learning employment.

Existing Campus Capabilities

We find there are very few "new" open learning patterns for which there are not some UW-Madison precedents or projections. A College of Letters and Science Faculty Document No. 156, dated 19 April, 1971, drawn up by a Curriculum Review Committee chaired by Prof. E. David Cronon, adopted by the L&S Faculty 17 May 1971, provided for more independent study opportunities in that College, more flexible residency requirements, and individual majors. More recently, a Chancellor's Committee on Undergraduate Education has made certain recommendations that indicate there is a generalized development taking place here involving various parts of the campus community which shows faculty thinking is converging in a common open-education direction. Special Students Advisory Board is currently reviewing the remedial suggestions incorporated in a staff study on "Problems Encountered by the 'Non-Traditional' Student at UW-Madison."

Teaching Patterns. UW-Madison has had long experience with both the technical provisions for and the proper supervision of a wide range of flexible instructional patterns. Home study; radio, telephone, and television instruction; off-campus classes and centers; weekend classes; summer sessions of varying lengths and intensities; undergraduate theses; multi-media laboratories, field trips; supervised internships--these and other open-education modes have been employed to a considerable extent for some time by UW-Madison faculty.

Residency. While a basic L&S rule provides that the last 30 credits of the undergraduate degree must be taken in residence, in practice up to two courses can be waived, and the whole requirement is waived for properly qualified seniors in UW-Madison year-abroad programs.

In the case of both undergraduate and master's work, a resident course is one listed in the UW-Madison timetable and taught by a UW-Madison faculty member, regardless of where or when the instruction takes place.

These precedents suggest there is latitude for experimenting with programs with flexible residence requirements, provided any such work is under the direct supervision of UW-Madison faculty.

Supervised Learning. The Madison campus has long recognized the benefits which students may derive from pre-planned supervised independent learning, and its various schools, colleges, and departments have established mechanisms by which students may engage in the same and receive credit for their work, for example, the 299 and 699 rubrics. The Medical School is experimenting with a major departure in independent learning. Such learning can include a variety of activities as independent reading and research, field experience, directed study, internships, individual projects connected with certain problem-oriented courses, and the like.

The Chancellor's Committee on Undergraduate Education, chaired by Prof. Michael Petrovich, in a recent Report on Independent Learning dated 11 June 1974, asked the Schools and College to respond to a recommendation that "such opportunities (for supervised learning) should not only be continued and encouraged but expanded."

Hence the supervised independent study aspect of open learning already enjoys UW-Madison acceptance, and can be coupled with existing legislation respecting individual "committee" majors to provide abundant latitude for further experimentation.

We support the recommendation of the Committee on Undergraduate Education and urge its implementation. However, it must be noted that well-conducted patterns of supervised independent learning involve considerable faculty attention to individual students. Teaching students on a one-to-one basis tends to be more expensive than teaching them in groups. One approach might be to offer what is called "programmed independent study," under which groups of students work independently but do so following the same syllabus and approximate time schedule so that instructors can deal with them at least occasionally as a group, accruing the advantage of student inter-action as well as of economy.

Equivalency Credit. The same Committee on Undergraduate Education recognized that "an increasing number of individuals are coming to the Madison campus with a variety of previous learning experiences through work in various social and cultural agencies, business firms, and industries, unions, the military, and other public and private enterprises. The substance of that experience may be closely related to what, for other persons, may have been learned in an academic setting."

The Undergraduate Education Committee's recommendation to the Schools and Colleges reads as follows: "Credit for learning through work and individual study gained outside the Madison campus should be awarded through an equivalency testing procedure carried out by the department most closely associated with the type of learning involved,...whether by examination, papers, conferences, or other means....The departments should insure that credit is awarded only for learning experiences that are demonstrably related to the mission and competence of the Madison campus and which may be adequately evaluated by the faculty."

Again, such a policy provides for carefully supervised open learning developments on the part of UW-Madison departments wishing to engage in such programs. We support the recommendation of the Committee on Undergraduate Education and urge its implementation by the Schools and Colleges. Excellent learning can occur in many ways--through private reading, experience in work and in the community, and in family life. But the business of a university is distinctively academic learning, which consists in part of the mastery of systematic and organized bodies of information, principles, and ideas in both liberal and professional studies, and also of acquiring such qualities of mind as respect for truth, a spirit of inquiry, and ability to grow through continual study and reflection. Only by placing the testing of experiential learning in the hands of UW-Madison faculty can such cognitive and affective competencies be properly evaluated.

Professional Development Programs. There is also campus precedent for special degree or non-degree credit programs designed to fill in the interstices between regular university degrees. At the sub-baccalaureate level there are the historic two-year Certificate of Junior Graduate in Liberal Studies option in the College of Letters and Science and the two-year "short course" of the College of Agriculture, as well as several para-medical programs. At the post-baccalaureate level there are the Professional Development Degree of the College of Engineering and the Specialist Certificate in Educational Administration.

These patterns suggest something of the flexibility already inherent in UW-Madison thinking and practice.

Extended Degrees

What degrees to extend, by which departments, will require study and experimentation. Replicating the total scope of Campus offerings via more open learning modes is neither possible nor desirable. At the undergraduate level, such broad interdisciplinary degree programs as American Institutions or Environmental Studies may be particularly adaptable to such programming; at the graduate level, such professional degree programs as public administration, education, business, economics, communications, and so on. Several surveys of adult education needs presently being contemplated should provide helpful guidelines to program development, to the end that it will be possible for certain qualified adult students to attain selected degrees largely through open learning patterns.

Certificate Programs

Open learning offerings need not be thought of as being associated only with degree programs. Various professional-improvement and cultural-enrichment credit course sequences could well be developed for the growing numbers of adults seeking various types of certification. In the words of a current Committee on Interinstitutional Cooperation Report on the Non-Traditional Student: "The adult may well be interested in greater flexibility in his studies than in meeting the requirements of a particular degree....Consideration should be given to the awarding of certificates for the completion of recognized programs of study...It is suggested that some new credentials be provided adult part-time students that will provide milestone recognition and encouragement." The UW-Madison Registration and Records Committee has recently moved toward the inclusion of such citations on a student's transcript. Faculty committees conceivably could put together a considerable range of high-quality course sequences, such as Harvard's varied Certificates of Advanced Study, befitting growing professional and avocational needs for certification.

Further, there is opportunity for a good deal of experimentation in alternating periods of concentrated group discussion with periods of individual study, or in substituting electronic lectures for some in-person contact. In all cases, of course, students would be held to resident standards of academic performance.

SUMMARY

In substance, through open education concepts, UW-Madison can move increasingly to make itself "as useful as possible" by extended teaching, by recognizing the benefits of properly assessed nonschool experiences, by facilitating the accumulation and transfer of credits, and by adapting academic counseling and other support services. To facilitate such developments, current Campus and School policies can be reviewed. Just as they should not be favored, part-time adults should not be penalized. While UW-Madison is already among the more flexible institutions in many respects, a few important changes would make our programs more compatible with lifelong learning patterns, while at the same time protecting essential academic standards.

In 1915 President Charles R. Van Hise said UW-Madison had become "a new thing in the world." And it was. Today the spirit of "the Wisconsin Idea" continues to call for the evolution of new educational programs and patterns that will merit and win public interest and support. This report recommends developments that could secure for Wisconsin citizens more open learning opportunities of University quality.

III. ON-CAMPUS EXTENDED-TIMETABLE CREDIT INSTRUCTION

RECOMMENDATION

We encourage UW-Madison departments to schedule more of their regular on-campus credit courses and programs at what are sometimes called non-traditional hours; namely, in the late afternoon, in the evening, or on weekends.

RATIONALE

This Campus is justly recognized for its traditional responsiveness to changing public educational needs. Under its present Select Mission it is asked to "meet the continuing educational needs of the public." Current Regent policy assigns to the Campus the primary responsibility for "developing and offering....extended-day....credit-bearing offerings."

The changing nature of our society frequently requires citizens to gain new skills and intellectual orientations during their lives. The obsolescence of knowledge, rapid growth of new knowledge, shifts in the national agenda, the multiplication and complexity of social problems, the intimate relationship between application of knowledge and social progress--all lead to the conclusion that lifelong learning is not only desirable but necessary, and that universities can and should facilitate the process, along with other educational instrumentalities.

Life styles are changing. For both economic and educational reasons, more and more people are combining educational pursuits with other purposeful activities over time. As a growing metropolitan community with an above-average number of people in professional and technical positions, the Madison area now presents a particular opportunity for broader continuing-education arrangements, to which the Campus can contribute. Since the extended-day/extended-week audience would be composed of Madison area residents who are already here, their attendance in campus classes would not add any significant impact on the Madison environment.

Survey data and our experience with Special Students confirm that there are a sizeable number of adults in the Madison area interested in furthering their education at the university level in one of three modes: pursuing degrees, either undergraduate or graduate; pursuing interdisciplinary professional-improvement programs composed of appropriate related courses; taking occasional courses for cultural enrichment. Yet largely because of other commitments, many qualified adults cannot attend classes at conventional times. Scheduling more offerings in the late afternoon, in the evenings, or on weekends would open up campus instructional skills and resources to many citizens who merit and deserve such service.

Among the clearly identifiable groups to whom UW-Madison owes a particular responsibility are women who wish to continue their educations but whose home ties make it difficult, employed persons seeking professional advancement or re-training, retired persons, and the educationally disadvantaged. An extended timetable, in concert with other credit and non-credit outreach programming, would markedly improve our public service posture.

Scheduling more offerings around-the-clock would make for more efficient utilization of the physical plant, and help reduce the day-time competition for those instructional facilities in short supply.

Any added credit-hours generated via extended-timetable scheduling would generate added "formula" funds, which in turn could be assigned to strengthen the departments participating.

There is abundant precedent for an extended timetable. To serve the post-World War II student bulge, UW-Madison operated an extensive evening and weekend program for several years. Presently, several departments have representative late-afternoon, evening, or weekend offerings, notably in education, business, and political science. A modest number of UW-Madison introductory courses are offered via UW-Extension at night.

The extended-timetable pattern not only makes available campus instruction to adults presently unserved, it brings to the classroom from a mature public those essential insights and impulses that enliven instruction and stimulate research.

Finally, so that essential quality control can be exercised over all courses carrying UW-Madison credit, the primary responsibility for such work should properly be assumed by the appropriate UW-Madison departments, irrespective of place or time of instruction.

We are abundantly aware that the extended-timetable concept will not be appropriate for all departments or even for all courses within a department. We are also conscious of the fact that non-traditional students may dilute, as well as reinforce, instructional quality. On balance, however, we believe that an as-wide-as-possible Campus experiment with an extended timetable is essential at this time, and that the faculty, individually and collectively, will be at once responsible for distinguished academic traditions and responsive to public educational needs.

CONCEPTS

Our intent in this report is not to outline all the administrative arrangements necessary to the implementation of our recommendation, but to suggest the general policy guidelines and considerations we have discussed in arriving at that recommendation.

At the outset, we assume any extended-day/extended-week programming can be effected largely by simply rescheduling regular credit courses or sections at the non-traditional times, to be attended by regular full-time, along with part-time, students. Initially it may be appropriate for the campus to invest modest "venture capital" in the extended-timetable pattern, but in time the program should generate its own funds via fees and appropriations. Some of such accrued dollars might well be invested in developing modified or new courses or sequences particularly designed for various types of part-time adult students.

We assume further that most extended-timetable instruction will be carried on by regular members of the Campus faculty as a part of load, and that such participation will be voluntary. On occasion a department may wish to appoint a qualified visiting lecturer or Extension faculty member for such instruction, just as is now the case for some regular-hour instruction.

We would confidently expect that sufficient faculty members will volunteer to teach occasionally at off-hours, the better to coordinate their teaching with their research, because of the stimulation inherent in teaching a mix of students, and to support departmental needs.

It will be important not just to schedule assorted courses at the extended times, but rather over time to schedule logical arrays and sequences of courses so that the part-time student can see in advance how he can progress toward an identifiable goal via extended-timetable modes.

What courses and sequences to schedule, by which departments, will require study and experimentation. Replicating the total scope of Campus offerings at non-traditional times is neither possible nor desirable. At the undergraduate level, such broad interdisciplinary degree programs as American Institutions or Environmental Studies may be particularly adaptable to extended-timetable programming; at the graduate level, such progessional degree programs as public administration, education, business, economics, communications, and so on. A Madison area survey of adult education needs, presently being contemplated by the Madison Area Continuing Education Council, should provide helpful guidelines to program development, to the end that it will be possible for certain qualified part-time students to attain selected degrees largely through attendance during so-called unconventional hours, or at least to make a significant start before transferring to regular hours.

In addition to degree sequences, the Campus should experiment with clustering regular credit courses in interdisciplinary professional-improvement or cultural-enrichment sequences short of degrees. In the words of a current C.I.C. Report on the Non-Traditional Student: "The adult may well be interested in greater flexibility in his studies than in meeting the requirements of a particular degree....Consideration should be given to the awarding of certificates for the completion of recognized programs of study...It is suggested that some new credentials be provided adult part-time students that will provide milestone recognition and encouragement." Faculty committees conceivably could put together a considerable range of high-quality credit course sequences befitting adult student needs, particularly beyond the bachelor's. To quote a current American Council on Education report: "Our graduate schools can do more than they have done so far to provide in-service and continuing education for those who wish to shift careers, or who wish simply to keep up with changing knowledge and practice within a specific career....Education should have a lifelong dimension...Graduate faculties not only discover new knowledge; they also collect new knowledge. They can improve their capacity to disseminate the products of their libraries and laboratories." In short, in keeping with the Carnegie Commission on Higher Education, we are suggesting "more changes for re-entry by adults into formal higher education, more short-term programs leading to certificates, and, generally, more stress on lifelong learning" at UW-Madison.

To facilitate the part-time adult student, current Campus and School policies should be reviewed respecting student admissions, acceptance of credit by examination, transfer of credits, residence requirements, degree requirements, financial aid, and fee schedules. Just as they should not be favored, part-time adults should not be penalized. While UW-Madison is already among the more flexible institutions in many respects, a few important changes would make our regular credit programs more compatible with lifelong learning patterns.

We do not contemplate the development of a so-called Evening College. Quite the contrary, we envisage the extended-timetable as largely a matter of scheduling regular offerings at presently under-utilized times. However, to shape, organize, and coordinate an extended-timetable program, it will probably be desirable that there be designated particular funds, individuals, and committees at the levels of the Vice Chancellor, the schools/colleges, and the departments concerned, perhaps in the manner of the Summer Session approach.

Although the extended-timetable concept does not represent any real departure from existing precedents and practices, and although participation in it would be voluntary on the part of departments and individuals, effective implementation will require extended discussions among faculty and administration.

It is probably unrealistic to assume that much in the way of re-scheduling can be accomplished before September '75. In any interim, closer coordination with UW-Extension's Madison Evening Class Program will be desirable. It is assumed that, under current Regent policy, once a viable UW-Madison extended-timetable program is operational, UW-Extension will phase out its credit classes in Madison.

While adhering to accepted ratios of contact hours per credit, extended-timetable instructors and students may find it desirable to so arrange their times together that they meet less frequently for longer periods per class than the weekday norm. For example, the 3-credit course that meets for 50 minutes at 8:50 a.m. MWF may meet for 75 minutes at 7:30 p.m. on TR or for 150 minutes on W at 7 p.m. or on Saturday at 8 a.m. Significant possibilities exist for experimenting with other articulations of class and calendar patterns and options. For example, one distinguished national institution presently offers a high-priority postgraduate professional-improvement certificate program via the following modes: (a) a semester of full-time residence instruction, (b) programmed independent study climaxed by a two-week term in residence, (c) two eight-week or four four-week terms in residence, (d) once-a-week extension classes in combination with two-week terms in residence, (e) once-a-month weekend extension or residence seminars in combination with two-week terms in residence, (f) coordinated combinations of b, c, d, and e. In all cases the contact hours or their equivalent are equal, students are held to the same examination requirements, and the resident department assumes responsibility for the standards of all instruction.

Finally, we assume that appropriate support would be lent any extended-timetable program in such areas as academic services, instructional aids, and physical plant. For example, at appropriate times it would be necessary to keep key Campus offices open after hours. On the other hand, we assume that physical-plant requirements will often dictate which buildings will be opened at extended hours.

As the extended-timetable concept is considered by the faculty and the administration, other issues will undoubtedly arise. We would hope they would all be addressed in the light of the principal goals of the extended timetable: to serve better a growing metropolitan-type citizenry with clear need for lifelong learning opportunities, to use our present instructional

resources as efficiently as possible, to strengthen our financial wherewithal, and to exercise appropriate quality control over all credit course offerings.

SUMMARY

It is perhaps fitting that on the 125th anniversary of the Campus founding, and the 70th anniversary of "the Wisconsin Idea," your Committee recommends a significant application of UW-Madison's traditional commitment to public service--a broader employment of an extended timetable for regular credit course instruction on campus. The people of Wisconsin have assembled at Madison a distinguished reservoir of educational skills, resources, and facilities--a reservoir not alone for those who can come to the campus at conventional times in traditional configurations but for the qualified part-time adult learner as well. Campus skills, resources, and facilities grow only as they are shared.

We look on this statement as a guideline for testing the scheduling of more regular classes in the late afternoon and evening under a plan that preserves the traditional option of departments and individual professors to participate as they choose to do so.

IV. OFF-CAMPUS CREDIT INSTRUCTION

RECOMMENDATION

We recommend that UW-Madison departments (a) reaffirm their responsibility for all credit-bearing instruction, (b) develop and offer appropriate credit instruction off-campus, in keeping with any unique scope of their expertise, and (c) draw on UW-Extension for necessary academic-support services and coordination.

RATIONALE

While we certainly do not propose that UW-Madison compete with or duplicate the local programs of other institutions of higher education in Wisconsin, for much the same reasons that we have urged the UW-Madison faculty to employ an extended timetable on campus we believe it desirable that departments sponsor appropriate credit instruction off-campus, in consonance with the statewide scope of their missions.

UW-Madison's current Mission Statement reflects the traditional outreach commitment of this Campus "to meet the continuing educational needs of the public." Recent Regent policy assigns to the Campus "responsibility for developing and offering....off-campus....credit-bearing offerings."

The changing nature of our society frequently requires citizens to gain new skills and intellectual orientations during their lives. The obsolescence of knowledge, rapid growth of new knowledge, shifts in the national agenda, the multiplication and complexity of social problems, the intimate relationship between application of knowledge and social progress--all lead to the conclusion that lifelong learning is not only desirable but necessary, and that universities can and should facilitate the process, along with other educational instrumentalities.

Life styles are changing. For both economic and educational reasons, more and more people are combining educational pursuits with other purposeful activities over time. As a growing metropolitan state with an above-average number of people in professional and technical positions, Wisconsin now presents a particular requirement for broad continuing-education arrangements, to which the Campus can contribute.

Survey data and our experience with Special Students confirm that there are a sizeable number of adults interested in furthering their education at the university level in one of three modes: pursuing degrees either undergraduate or graduate; pursuing interdisciplinary professional-improvement programs composed of appropriate related courses; taking occasional courses for cultural enrichment. Yet largely because of geography, many qualified adults cannot attend campus classes. Scheduling appropriate offerings off-campus makes available campus instructional skills and resources to many citizens who merit and deserve such service.

Among the clearly identifiable groups to whom UW-Madison owes a particular responsibility are women who wish to continue their educations but whose home ties make it difficult, employed persons seeking professional advancement

or re-training, retired persons, and the educationally disadvantaged. An off-campus timetable, in concert with other credit and non-credit outreach programming, would improve our public service role.

In short, in the state of Wisconsin there are undoubtedly groups of adults who could profit from UW-Madison instruction but who cannot reasonably be expected to commute to Madison, even at non-traditional hours. Sending a professor to them is a means of utilizing human and physical resources efficiently. Any added credit-hours generated via such off-campus scheduling would generate added "formula" funds, which in turn will strengthen the departments participating. Off-campus credit instruction on the part of UW-Madison faculty has a long history; several departments have representative programs now, notably those in Education. UW-Extension sponsors some off-campus instruction. So that essential quality control can be exercised over all courses carrying UW-Madison credit, we believe the responsibility for such instruction should properly be assumed by the appropriate UW-Madison departments, irrespective of place or time of instruction.

But off-campus credit instruction involves more than instruction per se. There are the essential support functions of (a) assisting in identifying particular public needs, (b) interpreting such needs to the Campus, (c) formulating compatible schedules, (d) providing on-site advising, (e) arranging for registration, classrooms, teaching aids, and library resources, and (f) coordinating with the outreach programs of other institutions in the area. These are functions which UW-Extension is admirably poised to accomplish. Hence the recommendation that, while UW-Madison should re-assume primary responsibility for off-campus credit instruction carried on in its name, UW-Madison should continue to arrange with UW-Extension for necessary academic-support services.

An important question arises: in the presence of other institutions around the state, where should a Campus take its classes? We believe there should be no arbitrary geographical limit assigned to Campus outreach, but rather that any unique expertise should be "exportable" wherever the need arises. Certainly no bounds should be placed on those departments and schools which represent the state's single academic resource, else people of the state are the losers. Where the degree of uniqueness is not so clear, UW-Extension's new Faculty Planning Councils should be able to render any necessary judgments to meet particular situations and avoid duplication.

Just as we reserve the prerogative to extend UW-Madison credit instruction where needs are clearly perceived, so we assume that UW-Extension will reserve the prerogative to meet such needs through other than UW-Madison instruction when this Campus cannot properly respond.

Throughout this Report, we assume the following essential policies are operative:

(1) May 9, 1973, "Guideline on Enrollment Reporting and Funding" from Senior Vice President Smith to Chancellors: "Credits generated (by off-campus credit classes taught as part of load) become part of the campus enrollment data, and funding is on the basis of the statutory enrollment funding formula."

(2) October 9, 1973, Letter from Associate Graduate Dean Cohen to Assistant Vice Chancellor Corry, expressing a decision of the Graduate School: "The courses (taught off-campus by regular members of the UW-Madison faculty as part of load) will no longer be considered 'off-campus'; we no longer will have to approve such courses,....and there will be no restriction on their being taken for post-M.A. credit."

CONCEPTS

Our intent here is not to outline all the administrative arrangements necessary to the implementation of our recommendation, but to suggest the general policy guidelines and considerations we have discussed in arriving at that recommendation.

At the outset, this Report does not encompass the existing individualized correspondence-study apparatus of UW-Extension. We are talking here largely about taking selected credit courses from the regular UW-Madison all-course list and scheduling them wherever there can be assembled a viable number of qualified students; however, we also contemplate the development of instructional content and modes specifically designed to meet continuing-education needs of off-campus groups.

We envisage such a UW-Madison off-campus enterprise as being marked by quality more than quantity. Higher education opportunities in Wisconsin are relatively widespread now. On the other hand, where a need continues to exist or emerges, it deserves to be met with all the devotion rendered on-campus instruction.

Particularly, there is great opportunity for fuller utilization of mediated instruction, such as independent study, telephone networks, radio, television, and cassette tapes, in conjunction with conventional lecture-discussion assemblies. Such articulated instruction, under appropriate departmental supervision, holds real promise for imaginative, effective outreach.

As with on-campus instruction, off-campus credit offerings need not be thought of as being associated only with degree programs. Many of the professional-improvement and cultural-enrichment course sequences, which we have recommended be developed for extended-timetable presentation, could well be offered at off-campus sites as well for the growing numbers of adults seeking various types of certification.

To facilitate further the off-campus student, current Campus and School policies should be reviewed respecting student admissions, acceptance of credit by examination, transfer of credits, residence requirements, degree requirements, financial aids, and fee schedules. Just as they should not be favored, part-time adults should not be penalized. While UW-Madison is already among the more flexible institutions in many respects, a few important changes would make our programs more compatible with lifelong learning patterns.

Off-campus credit instruction as here conceived will be carried on by regular members of the Campus faculty. On occasion a department may wish to appoint a qualified visiting lecturer or Extension staff member for such instruction, just as is now the case for some on-campus instruction.

Some off-campus instruction may require added instructional effort. In such cases it will be necessary to provide participating departments and/or professors with compensating funds, for use, for example, for summer research, graduate assistants, professional travel, or professional development.

Whatever the arrangement, the principle should be clear: the measurable extra time and work involved in effective off-campus programming must be taken into account in determining department assignments.

Students enrolling in UW-Madison-sponsored off-campus classes will be admitted in the usual ways and will pay UW-Madison fees. The courses will be listed in the UW-Madison timetable, and the credits earned will be considered resident credits.

To economize on travel time on the part of both instructors and students, off-campus classes will frequently meet less often for longer periods per class than the on-campus norm. In this regard, there is opportunity for a good deal of experimentation in alternating periods of concentrated group discussion with periods of individual study, or in substituting electronic lectures for some in-person contact. In all cases, of course, students would be held to resident standards of academic performance.

To effect the maximum possible implementation and communication among departments and with UW-Extension, it will be desirable that there be designated individuals and/or committees, and funds, at the levels of the Vice Chancellor, the schools/colleges, and the departments concerned, to effect off-campus credit class planning and presentation in coordination with extended-timetable and other forms of educational outreach.

The UW-Madison administration would make available special funds to those departments engaging in a continuing program of off-campus instruction, and to UW-Extension for support services. The departments in turn would utilize such funds in the most appropriate way to carry out their various missions.

What courses and sequences to schedule, by which departments, where, and when, will require continual study and experimentation. The impetus will frequently come through requests by clientele groups, often expressed through UW-Extension field staff. It will be important that such requests be generated as far in advance as possible, so that off-campus instruction can better be integrated with other teaching loads term by term.

We appreciate that it will take time for this revitalized form of campus outreach to be worked into departmental program planning, and that the scope and depth of off-campus instruction will vary considerably among the Schools/Colleges as departments examine their particular instructional missions and interpret instructional needs accordingly.

SUMMARY

Off-campus credit instruction has been part of UW-Madison's public service posture since 1891. In very recent years the role has devolved largely on UW-Extension. We believe both campus and constituency will be better served if the UW-Madison faculty once again assumes primary responsibility for

off-campus credit teaching, with UW-Extension providing needed academic-support services.

Our report suggests that departments:

a. Consider offering some of their courses at off-campus sites where needs are demonstrated,

b. Invite faculty members to do such teaching only as a part of their regular load, and

c. Call on Extension for appropriate administrative support.

We do not anticipate an extensive off-campus program, but departments wishing to reach out to serve new clientele should be facilitated in so doing.

V. NON-CREDIT OUTREACH PROGRAMS

SUMMARY RECOMMENDATION

We recommend that UW-Madison reaffirm its traditional commitment to broad non-credit educational outreach, and develop those faculty policies and administrative arrangements that will assure a close relationship among University teaching, research, and outreach in the interests of effective public service of high quality.

SPECIFIC RECOMMENDATIONS

1. We, as a faculty committee, recommend a major reaffirmation of the historic commitment of UW-Madison to non-credit outreach programming, as expressed in paragraphs (e) and (f) of UW-Madison's current Mission Statement.

UW-Madison has developed as one of the outstanding comprehensive universities of the nation and world, maintaining a broad range of instructional and research programs of such excellence that they have both statewide and national significance. UW-Madison's stature and the capability which has led to that stature is a major resource of the state of Wisconsin, a resource which should be maintained and built upon. To quote President John C. Weaver, "The general historic missions of UW-Madison should therefore be continued and reinforced.

The people of Wisconsin have assembled at Madison a distinguished reservoir of varied educational skills, resources, and facilities--a reservoir not alone for those who can come to the campus at conventional times in traditional configurations but for individuals and groups wherever they are with educational needs to which the University can effectively respond. The University in turn draws irreplaceable strengths from its public services. Resources grow only as they are shared.

2. We hold that credit instruction, research, and non-credit educational services related to respective missions are integral to the faculty, departments, schools, and colleges of UW-Madison.

University outreach is properly the extension of what is integral to the University. Outreach is a derivative of Campus teaching and research. UW-Madison--administration, schools/colleges, departments--has an inherent responsibility to develop, coordinate, and offer non-credit instructional activities related to and supportive of its teaching and research missions, skills, and resources.

We recognize, however, that with respect to non-credit outreach there will of necessity be varied intensities and arrangements among the several departments/schools/colleges, reflecting varying traditions, missions, and goals, yet in keeping with a coordinated Campus posture.

All great American universities have evolved the three distinct yet mutually supporting missions: (a) teaching, undergraduate and graduate/professional, (b) research, basic and applied, and (c) outreach, public services and adult education. Each of these missions is an intimate and essential aspect of university enterprise, as that unique institution attempts

to be at once responsible for great academic traditions and responsive to public needs.

Albeit to varying degrees, every echelon of the university has a responsibility for forwarding all three missions--central administration, campus, school/college, department. While certain special instrumentalities may be developed to catalyze and coordinate one or more of the missions, no university educator can wholly delegate his tripartite responsibility--not an individual professor, not a department chairman, not a dean, not a chancellor. Therefore a basic responsibility for outreach must reside in the respective Campuses, in cooperation with UW-Extension.

In essence, it is not in the nature of the American university and its component parts that it or they can flourish sans one of the three inherent missions. When a university has attempted to do so for a time, it has ultimately recognized the necessity of what Dean Harry L. Russell once called the "three-legged stool" posture. The most successful "three-legged stool" model has been the land-grant college of agriculture, where the tripartite teaching-research-extension posture has permeated all echelons and personnel. To the extent that other schools and colleges vary in their traditions and outlooks, the posture may never be all-pervasive, but it might become a goal which all elements recognize. An outreach function can be <u>of</u> a university only to the extent that it is <u>in</u> a university.

The primary role of the faculty of a first-rate university is to learn--to learn continuously. If it does not learn, a faculty has no new insights to teach, no investigatory experiences to share. Hence any allotment of institutional time and talent to outreach must always be with the proviso that it not vitiate the learning function. At the same time, the very funds and freedoms a faculty requires for the learning function frequently hinge quite properly on its teaching performance, whether that teaching is on-campus or off, to "traditional" students or to "non-traditional" students. In a sense, then, included in a faculty's learning function is the requirement constantly to reinforce its perception of the university's multiple missions and the various populations to be served.

<u>3. We recognize UW-Extension as an essential programmatic service organized to facilitate the outreach of credit instruction, non-credit instruction, research, and educational services integral to UW-Madison.</u>

Normally UW-Madison will work with and through UW-Extension as the logistical and fiscal manager for non-credit outreach programs, the more efficiently to extend UW-Madison educational skills and resources. In essence, we see schools/colleges/departments negotiating long-term "contracts" with UW-Extension for non-credit outreach program support. The more long-range Campus-Extension "contracts" can be, the better each institution can program its resources. But adequate flexibility must be preserved lest any arrangement become unresponsive to both internal and external needs.

When and where appropriate working relations with UW-Extension are unavailable, UW-Madison must meet its non-credit outreach responsibilities by developing integral facilitating mechanisms, in order to reinforce the inherent relationship among teaching, research, and outreach. In like manner, we assume that in those cases where UW-Madison non-credit outreach

is unresponsive, UW-Extension will meet its System outreach responsibilities by seeking instructional resources elsewhere.

The outreach goal can be simply stated: to deliver Campus educational skills and resources in such forms and at such times and places as to render them of maximum service to citizens in meeting individual and collective needs. The outreach problem can be simply stated: with some overlap, the Campus has the ever-evolving knowledge base, and Extension has the outreach expertise, logistical apparatus, and funds. So the approach can be simply stated, even though its details may be complicated: to energize a cooperative relationship among Campus, Extension, and constituencies.

From the Campus, the outreach function draws those self-renewing intellectual resources of real substance without which Extension can become outdated. From Extension, the outreach function draws those interdisciplinary problem-focussed dimensions without which the Campus can lack relevance. It is the amalgamation of the two thrusts that is the essence of the landgrant tradition.

In sum, we propose for non-credit outreach programs a shared responsibility between the Campus and Extension. For some programs, UW-Madison will take the initiative, drawing on Extension for assistance when appropriate. For others, Extension will be the proponent agency, drawing on UW-Madison skills and resources as necessary. For most programs, planning and implementation will be shared, in concept if not in detail.

The critical factor in extending the resources of universities is not only the subject material involved but also the interests and needs of the youths and adults concerned and the arrangements by which these people are willing and able to utilize these resources. Only a vigorous Extension arm can develop those outreach programs and techniques which are as distinct and essential to the successful outreach of University resources as are the subject-matter competencies of residence departments. Only an Extension arm spanning the disciplines can facilitate the coordinated outreach of the entire Campus. Only a sustaining organization can provide continuing relationships with groups to be served. Failure of a university to share with its Extension arm appropriate authority and responsibility is almost invariably the principal reason for ineffectiveness in university outreach education services.

4. We submit that the Campus should not be constrained in its outreach programming by arbitrary geographic or fiscal barriers, lest the people of the state be the irreparable losers.

Albeit recognizing the desirability of coordinated System outreach, we suggest that any geographic boundaries and fee policies attendant to UW-Madison non-credit outreach programs reflect departmental missions, skills, and resources, and public needs. In substance, we question the current Regent Policy Statement which seems to limit non-credit outreach programs to (a) our "immediate service area," and (b) "100% cost-recovery," except as they are developed and offered by UW-Extension.

It would obviously be incongruous were the UW-Madison Medical School to have to clear with Extension before it could talk to Wisconsin doctors beyond

a 50-mile radius from Madison. It would likewise be incongruous if a UW-Madison department could hold an institute for businessmen because it was 100% self-supporting through fees, while another department could not hold a conference for pastors because it could not be made 100% self-supporting.

The high degree of self-support now required in non-credit outreach programs limits too sharply the scope of these programs. To a considerable degree the groups and individuals most in need of university outreach are the very groups and individuals unable to pay to any great extent. The future of university outreach is in the hands of those governmental units and private foundations willing to underwrite experimentation and expansion.

"Venture capital" should be invested in developing modified or new non-credit experiences particularly designed for various types of lifelong learners.

5. In its staffing, we believe UW-Madison should recognize there is a special kind of outreach expertise and commitment that is a proper criterion to be taken into consideration in the appointment, promotion, and retention of faculty.

Departments and divisional committees are already reviewing their standards in this light. In turn, in its staffing UW-Extension should be encouraged to recognize it is an uneconomical use of the state's limited funds to build a subject-matter faculty unrelated to or duplicative of campus resources.

No university has ever been able to mount an effective outreach program in the absence of outreach faculty and administrators. Only personnel adept at and dedicated to outreach thinking and action can lend to the program essential conceptualization, continuity, integration, effectiveness, and evaluation. Just as resident teaching and research thrive on specialists, so does outreach. But the linkage among functions and personnel must be sure and strong lest they fail to reinforce each other.

6. We urge the development of System-wide committee mechanisms that will permit all elements of the UW System--Campus faculties and Extension faculties--to participate jointly, according to their resources and missions, in determining priority educational needs, resource applications, and fiscal arrangements.

There is much to be said for the burden of Central Administration's Extension Study Committee Report, 1 June 1972, recommending that each Campus "have budgetary and program responsibility" for all types of outreach appropriate to that Campus. However, in the light of merger it is probably unrealistic to propose turning the clock back to an era of outreach instrumentalities wholly organic to their respective campuses. Our object, rather, should be to so reinstitute a Campus commitment to outreach, and to so rebuild ties between the Campus and Extension that the outreach mission of UW-Madison can be enhanced while respecting the requirements for coordinated System outreach.

We recognize that the best use of state resources will require some form of System-wide program planning and coordination. For some programs, educational outreach needs will be recognized by the various campuses of the System, but in other instances, Extension outreach personnel such as county agents and district directors will be the first to identify needs.

A series of planning committees, established along program lines, shall probably be required to carry out suitable coordination. Membership on these committees would be open to Campuses according to their resources and missions. In most instances, collegial cooperation shall probably be sufficient to achieve an agreement for meeting a need. Where several Campuses have the resources, an outreach contract awarding process might be instituted. Contracts should be awarded on the basis of such criteria as (1) which Unit faculty can deliver the best service?, and (2) what is the optimum utilization of the resources of the statewide University System?

OPTIONS AND AZIMUTHS

The current definitive policy of Central Administration vis a vis campus outreach confirms the assignment of responsibility for all credit-bearing work to the Campus, regardless of time and place, and reserves to Extension most non-credit work. In previous statements, the Outreach Committee recommends UW-Madison accept responsibility for extended-day and off-campus credit instruction. This statement recommends UW-Madison reassert its traditional role in non-credit programming, working through suitable cooperative arrangements with Extension.

Readers might appreciate the following review of the various options this Committee considered respecting non-credit outreach before arriving at its recommendations:

A. On the one hand, we could say that we consider current Regent policy inappropriate, since it relieved UW-Madison departments of public service prerogatives without faculty action. We could in response reaffirm the traditional commitment of this faculty to all forms of the state-wide and world-wide extension of our teaching and research, and ask the UW-Madison administration to create a Campus outreach apparatus as independent of System control as is the UW-Madison research program.

B. On the other hand, we could say that times have changed since our Campus predecessors conceived the "Wisconsin Idea." The present UW-Madison faculty in general seems to have no particular interest in and adeptness at non-credit work; meanwhile, UW-Extension has evolved as an independent instrumentality for the accomplishment of the System's outreach missions. So we will concur in the assumption of non-credit outreach programming by System Extension, and will merely assure that our faculty maintains the individual and collective knowledge base on which Extension can draw, meanwhile taking responsibility for credit instruction regardless of time and place.

C. There is a middle ground, expressed in various ways by various people with whom we have consulted. This view holds that, rightly conceived and implemented today, non-credit outreach calls for a shared responsibility on the part of UW-Madison and UW-Extension. Neither Unit can function effectively in continuing education and public service programming without the other. So administrative arrangements should be developed that will at once restore the UW-Madison faculty's role in non-credit outreach while maintaining Extension's role. Because of varying traditions and needs, such arrangements are apt to differ considerably among the various schools and colleges, but all will focus on enhancing the intimate relationship among teaching, research, and outreach, and on strengthening Campus relationships with the citizen groups from which we regularly draw inspiration and support.

D. There is a fourth faculty option. We could say this debate defies faculty participation and is more properly handled by vice presidents, chancellors, and deans. This is a simple course of action, but it is hardly in the tradition of the UW-Madison faculty.

The Committee has selected Option C, and this statement explicates its advantages and implications.

Four broad concepts perhaps characterize this statement: (1) credit instruction, research, and non-credit outreach services are inextricably linked as the tripartite mission of UW-Madison; (2) there is a special kind of outreach expertise and commitment that is a proper criterion to be taken into consideration in the appointment, promotion, and retention of UW-Madison faculty, (3) while UW-Extension is an essential programmatic service, in its staffing UW-Extension should be encouraged to recognize it is an uneconomical use of the state's limited funds to build a subject-matter faculty unrelated to or duplicative of Campus resources, and (4) an outreach-contract awarding process might be instituted between UW-Extension and the Campuses.

CONCLUSION

Partly through non-credit outreach, the Campus seeks to be coextensive with the borders of the commonwealth whose people provide its support. Credit instruction, research, non-credit outreach services--these are not adversaries but friends. They are inextricably linked as the tripartite mission of, particularly, the land-grant institution. Each supports the other. To draw artificial lines among them is to violate the whole university process. Consequently this Report calls for a renewal of the historic commitment of this Campus to non-credit outreach activities, and for the development of such UW-Madison faculty policies and administrative arrangements as will assure the continued interplay of this Campus with the life of Wisconsin and the world, in cooperation with UW-Extension as appropriate.

APPENDICES

"The Committee recommends that colleges and departments take steps to go beyond the current independent learning efforts."

POLICY PROPOSAL FOR INDEPENDENT LEARNING
A Report of the UW-Madison Faculty Committee on Undergraduate Education
Professor Michael B. Petrovich, Chairman; May, 1974

The subject of independent learning and particularly certain of its aspects - specifically the granting of equivalency credits and "veterans credit" - has evoked inquiries from various quarters, including the Chancellor, Vice Chancellor, Director of Admissions, and Director of Inter-College Programs. These inquiries, directed to the Undergraduate Education Committee, have prompted a general discussion, review of existing school and college policy, and the proposal which follows. Independent learning, for purposes of this position paper, is defined as including both supervised learning and equivalency credit work.

I. Supervised Learning

A. The Committee on Undergraduate Education directly supports this concept as a reasonable and academically legitimate means of extending both the educational potential of the individual student and the opportunities available on the Madison campus. Supervised learning includes a variety of activities such as independent reading and research, field experience, directed study, internships, individual projects connected with certain problem-oriented courses, and the like. The scope of such activities should be sufficiently broad to serve the needs of an increasingly diverse cross section of undergraduate students.

B. The Committee on Undergraduate Education is pleased to note that the Madison campus has long recognized the benefits which students may derive from pre-planned supervised independent learning, and that its various schools, colleges and departments have established mechanisms by which students may engage in the same and receive credit for their work. The Committee believes that such opportunities should not only be continued and encouraged but expanded.

C. Among the justifications which may be offered in support of this form of supervised learning we may stress the following:

1. This form of learning has a firm philosophical grounding insofar as it provides the student an opportunity to exercise initiative and self-affirmation under guidance and direction.

2. Various forms of supervised learning may serve to allow individual students the opportunity to carry on a learning process already begun in high school or elsewhere thus extending the experience and capitalizing on the enthusiasm developed, (For example, changing high school course content, teaching methods, modular scheduling, instructional resource centers promote "individualized" and/or independent study in that setting).

3. Supervised learning permits the student to become more fully conversant with subjects and approaches that are not readily available in the existing structure of courses.

4. Supervised learning may be particularly useful in affording the student an opportunity to achieve some measure of integration of various academic disciplines as well as some connection between experience and a given body of knowledge.

5. Supervised learning reflects and prepares the student for a real life mode of professional behavior.

II. Equivalency Credit

A. The Committee recognizes that an increasing number of individuals are coming to the Madison campus with a variety of previous learning exposures through work in various social and cultural agencies, business firms and industries, unions, the military, and other public and private enterprises. The substance of that experience may be closely related to what, for other persons, may have been learned in an academic setting.

1. Such individuals may come with sufficient experience in a given pursuit (the learning of a language, reading of history and associated travel, certain mathematical skills, laboratory techniques, and so on) that they may be awarded degree credit through appropriate equivalency testing, within the guidelines stated below.

2. In other cases the Madison campus should provide individuals who have acquired some learning experience elsewhere, in other than a strictly academic environment, the opportunity to reinforce the gain of such exposure through supervised learning. Each school or college and associated departments should encourage their faculty to undertake this with as much flexibility as its mission and standards permit.

B. Credit for learning through work and individual study gained outside the Madison campus should be awarded only through an equivalency testing procedure carried out by the department most closely associated with the type of learning involved.

C. In some cases departments should also consider certification by outside institutions or authorities such as a military language training school, industrial school or the like in the evaluation. In all cases, appropriate faculty review should be required.

(It has come to the attention of the Committee that veterans of the Second World War with at least ninety days of active duty were granted fifteen "experiential-learning credits" toward a degree once all degree requirements were met. This policy has not been extended to Korean Conflict and Vietnam veterans.

The Committee feels that the above proposal policy is stated broadly enough to allow veterans with particular training developed in the military service to validate the same and, therefore, receive degree credits, within the guidelines stated below.

It should be stated that "experiential-learning credits" noted in the first paragraph above is now precluded under the University of Wisconsin System transfer policy.)

III. General Guidelines for Granting Credit for Independent Learning

The Committee agrees that the evaluation of independent learning - both supervised and equivalency - should be conducted under circumstances which ensure the same rigor and discipline that characterizes all formal learning and evaluation on this campus. To this end the Committee regards the following components as necessary wherever credit is to be granted for the above forms of learning:

A. Credit should continue to be awarded through some academic department of this campus and subject to the judgment of the faculty.

B. Supervised learning and equivalency credit work should be done by common agreement between the student and a particular professor who will act as advisor and supervisor. Such an agreement carries with it mutual responsibilities regarding the agreement.

C. The area of independent learning under consideration must fall within a professor's or department's area of expertise.

D. There should be a means for providing direction and evaluation of various stages of the independent learning process, with due regard for flexibility and the student's creativity as an individual.

1. Some students will develop a proposal for supervised learning with the approval of an appropriate faculty supervisor at the beginning of a semester thus allowing for continuity between current and future learning experiences.

2. Other students will come to the faculty person with the belief that they have learned equivalent to that which may have been formally learned at the college level. The professors and the departments should then:

a. Determine if credit may be granted through appropriate evaluation if the learning experience already involves a certificate.

b. Develop an equivalency test to evaluate the experience.

c. Develop a supervised learning agreement which allows for integration of that experience into an extended study-reading, writing, discussion-arrangement as appropriate.

E. A method wich is both appropriate to the learning and manageable by the professor and the department should be used to test the student's competence, whether by examination, papers, conferences, or other means.

F. The potential credits should be determined at the outset based on substantive considerations. The minimum and maximum number of credits recommended must fall within the school or college policy involved.

IV. General

A. The Committee recognizes that independent learning is presently conducted on the Madison campus because there are professors willing to give time beyond their regular duties. More should be done to recognize the service given by such professors involved in this teaching effort and in the equivalency format recommended in this proposal. This could be done, for example, in determining teaching loads, and in tenure, promotion and merit deliberations. This position assumes that it is each department's responsibility to ensure and to encourage quality teaching and evaluation of independent learning credit work to the same degree and level as for classroom situations.

B. The Committee recommends that colleges and departments take steps to go beyond the current independent learning efforts. This can be done in part by the following ways:

1. Full statements describing independent learning, including supervised learning and equivalency credit work as defined in this document, should be included in the various bulletins and catalogs of the Madison campus and of each of its schools or colleges, and departmental information pieces.

2. Particular attention to independent learning credits should be given by those responsible for academic advising, both at the college and departmental level. Faculty and staff should be designated at each level to serve as initial contacts with students who wish to explore the possibilities for the supervised study and/or equivalency credit, and to assist in locating interested faculty.

C. The departments should insure that credit is awarded only for learning experiences which are demonstrably related to the mission and competence of the Madison campus and which may be adequately evaluated by the faculty. There must be a direct and active relationship between the learning activity and the particular school or college curriculum and its objectives.

D. A comprehensive Campus research design should be developed in cooperation with representatives from each school and college to determine the effect of independent learning on the student's educational experience. For example, the following factors should be examined: characteristics of students involved, including personal and qualitative elements; nature of projects; disciplines and departments involved; subjective evaluation of specific independent study experience by student and faculty, and the like.

"Providing public service....Encouraging cooperative use...."

SELECT MISSION OF THE UNIVERSITY OF WISCONSIN-MADISON
Approved by the Board of Regents of The University of Wisconsin System, January, 1974

The primary purpose of the University of Wisconsin-Madison is to provide an environment in which faculty and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life. In keeping with this purpose, the University of Wisconsin-Madison furnishes comprehensive liberal and professional education at the graduate and undergraduate levels and engages in extensive research and scholarly inquiry. Specifically, the mission of the University of Wisconsin-Madison includes:

(a) Developing at both the undergraduate and graduate levels broad and balanced academic programs which emphasize high quality and creative instruction.

(b) Maintaining a broad range of graduate and professional instructional and research programs of such excellence that they have both statewide and national significance.

(c) Generating new knowledge through research, both basic and applied, which will provide a basis for solutions to immediate and long-range problems of society.

(d) Maintaining quality within each discipline while stimulating the development of interdisciplinary opportunities.

(e) Providing public service by application of the results of scholarly and scientific inquiry for the benefit of society, and by meeting the continuing educational needs of the public through coordinated statewide outreach programs, in accordance with its designated land-grant status.

(f) Encouraging cooperative use of its resources by state and national agencies and continuing extensive participation in statewide, nationwide, and international programs.

(g) Providing services to assure that all students have the opportunity to realize their highest potential levels of intellectual, physical, and human development, including recognition of and commitment to the needs of minority groups and women.

"Regents College will not offer classroom instruction....Maximum use and development of existing educational resouces will be required....It is proposed that each of the existing higher education Units in the UW System be encouraged to revise or adapt any of their existing degree programs to meet the open-education criteria."

A PLANNING PROSPECTUS FOR THE OPEN UNIVERSITY OF THE UNIVERSITY OF WISCONSIN SYSTEM
Prepared by the Planning Task Force, Regents Statewide University
E. Nelson Swinerton, Chairman
November 20, 1973

(SECTION I only reproduced here)

SECTION I

INTRODUCTION

Need for an Open University[1]

Wisconsin has a long tradition of providing educational opportunities to its citizens. At the post-secondary level Wisconsinites are served by numerous public and private four-year institutions, a system of two-year centers, a network of vocational-technical schools, and all the resources of one of the nation's largest University Extension units. Despite this wealth of opportunity, however, a great proportion of the adult population has been unable to pursue college-level studies to the point of qualifying for a baccalaureate degree. Almost all of them have compelling reasons for not taking advantage of instruction offered in regularly-scheduled classes on the campuses in the state. Most of them are more heavily committed than the typical campus-based student to interests and duties outside the classroom: to families, community responsibilities and jobs. Many have completed some course work in a college or university; others have had demonstrably equivalent educational experience--in military service, perhaps, or on the job. Many more have demonstrated their potential through their successes in work, community service, or individual accomplishment. Because of the maturity of those students and their already-established roles in life, the competencies which they bring to the Open University and the competencies which they hope to develop in that program will be peculiar to each one as an individual, and the University's response to their goals and capabilities will have to be similarly particularized. It is to provide such adults with educational opportunity in a new form that the Open University is proposed.

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[1]Open University has been given preference by the Task Force as the name for the systemwide program, while Regents College has been suggested as the name for the new unit offering a life studies degree.

Long-Range Goal of the Open University

The major goal of the proposed Open University is to extend educational opportunity still further in the state of Wisconsin by making college-level study and baccalaureate degrees available to capable adult students who cannot undertake full-time on-campus programs. Some learners will want to obtain a degree. Others will simply want to acquire additional knowledge, develop a skill, test an interest, enlarge an awareness, expand a horizon--and they will appreciate the recognition gained from receiving credit for their efforts.

A rapidly-changing society requires persons who have learned how to learn, who know how to pursue effectively their own learning and development in response to changing personal interests and social demands. None of us knows for sure the knowledge and competence he will need ten or fifteen years from now. We do know that much of that knowledge does not yet exist, and that we have to be able to put it to work as it is generated. We have to have the freedom in time, space, resources and access points to cope with these changing knowledge dimensions.

Specific Objectives

The objective of the Open University is to extend alternative modes of learning and to accurately assess the resulting development of competency in learners. The competence-assessment process--both initially and throughout the student's affiliation with the university, including the assessment which will culminate in his receiving a degree--should be individually structured to help the student develop his real abilities. The function of assessment is to make sure he has the skills and knowledge, the values and attitudes and the understanding--in short, the competencies--which are appropriate to his educational, career and life goals. The Open University degree programs certify the level of accomplishment regardless of the pathways used to reach it. Student-centered open education degree programs encourage students to take responsibility for selecting their own educational goals, help in curricular design and participate in decision-making regarding their own learning. The learner becomes a full partner in the processes that link teaching and learning towards mutually-selected and accepted goals--the individualization of teaching based on the recognition of the individuality of learning.

University of Wisconsin Open University Model

The proposed University of Wisconsin Open University program has the unique character of melding together existing higher educational systems with a proposed Regents College and a support system so that collectively they should result in an open education program which will meet the demands of a majority of the citizens of Wisconsin. A unique feature of this program is that of fully utilizing existing educational units rather than developing a totally new, parallel and independent system of open education. It will not only extend instructional resources geographically, it will also provide new foci for their concentration and new modes for their application.

The model for an open university graphically protrays the three major components of this program: (1) The Regents College which will offer a competency-based degree program in life studies; (2) a support system which will consist of an advisory network, a research and development unit, and a staff development program; (3) unit-designed external degrees which will be field or professionally oriented.

Two guiding principles underlie all recommendations for the Open University model:

1. Individualized counseling and planning with the student will be required in order to assure an appropriate program of studies, proper recognition of competencies already possessed, and meaningful learning experiences for the completion of the program.

2. Maximum use and development of existing educational resources will be required in order to avoid the unnecessary and costly duplication of services.

The Regents College

The Regents College will be designed to offer the student the opportunity to complete a competency-based degree focusing upon life studies. This program will allow the individual the opportunity to gain competencies in basic learning skills, interpersonal relationships, civic and community relationships, as well as demonstrated competencies in understanding the world of work, cultures, nations and ethnicity, environmental relationships, and the development of self-awareness, recreation, cultural involvement, and the use of leisure. Regents College will not offer classroom instruction but will encourage the development of learning modules. The degree program will be individually designed through learning agreements between the Regents College and students to meet the educational goals of any student.

The quality of the Regents College degree would be monitored from outside the College as well as within. Systemwide faculty committees would work with the Regents College mentors to set and maintain the standards for both lower-division and degree-program competencies. Curriculum plans proposed by the Regents College would be subject to final approval by an Academic Review Board composed of faculty and other qualified persons who are not full-time members of the Regents College staff.

The Unit Degree

It is proposed that each of the existing higher education units in the University of Wisconsin System be encouraged to revise or adapt any of their existing degree programs to meet the open-education criteria (described below) and to offer their degrees as a part of the Open University program. The decision as to whether or not a degree program will be placed into this format will be made by the faculties of the existing units. Such degrees will normally be field or professionally oriented, but so adapted so that they can be more readily made available to a larger number of constituencies not now availing themselves of campus-based programs.

Open-Education Criteria

The unit-based degrees proposed as part of the Open University plan are predicated on the assumption that institutions or consortia of institutions can develop degree programs in an open education format. The Open University will be able to provide technical assistance and research and development support to units or consortia wishing to establish degree programs that meet the following open-education criteria:

1. Admission to an open-education program is based on recognition of the student's competencies, however acquired, as determined by appropriate types of examination.

2. Initial placement in an open-education program is determined by the nature, number of level of demonstrated competencies that are relevant to the program, regardless of where these were developed.

3. Curricular planning in an open-education program is individualized insofar as degree requirements permit, and the means of meeting degree requirements are determined co-intentionally with the student.

4. Learning in an open-education program is not restricted to college and university courses, but may occur in any mode, e.g.:

   a. Formal courses offered by any kind of institution. (Regents College itself does not offer classroom instruction.)

   b. Cooperative studies, in which several students with similar interests collaborate.

   c. Tutorials, in which a teacher guides an individual student in a particular area of knowledge or competence.

   d. Organized self-instructional programs, e.g. correspondence courses, programmed learning, televised instruction.

   e. Direct experience which permits self-examination and reflection by the student and formal assessment by the institution.

   f. Independent study through reading, writing, travel or other means.

   g. Learning contracts through which mentors and students design a unit of study to achieve competency levels.

5. Progress in an open-education program is defined in terms of the competencies specified and acquired rather than the mode or duration of the learning experiences.

6. Pacing in an open-education program (i.e., entrance-reentrance, program load, time for completion) is individually determined to suit the student's schedule and the demands of his other commitments.

7. Advising in an open-education program is sensitive to the special needs of each student, including the need to surmount those invisible barriers created by biological, cultural or situational factors over which the individual has no control.

Any unit that decides to place one of its degrees into the open university program will be offered the services of the proposed support systems to assist in the implementation and evaluation process.

Support Systems

A key element to the proposed Open University program is the development of support systems to assist both the Regents College and the individual UW units in the development, implementation and evaluation of Open University degrees. These support systems will consist of three major functional units. The first major subunit is research and development. It will be primarily concerned with conducting research on the validity of the open education criteria, developing and validating procedures and instruments for use in the assessment of student competencies, to conduct research studies on the needs and interests of the students, and to develop instructional systems including software to support the proposed degree programs.

A second major subsystem will be an advisory network. This network will consist of advisors located throughout the state who will assist students in developing their plans for higher education. They will help entering and lower division students make general plans for their studies and to put such students in touch with the appropriate instructional units. These advisors will assist the potential upper division student in preparation of a portfolio which will give evidence of the student's past life learning experiences, as well as prior formal educational experiences, and will help ascertain which of the various existing programs in the state will best correlate with the student's interest and past experiences. An education clearinghouse will be developed to disseminate information on all programs in an open education format.

A third subsystem will be a staff development program which will be a program to assist members of the unit faculties who wish to either design individual learning experiences for one of the Open University degrees and/or to assist them in developing a degree program or adapting existing degree programs to meet the open-education criteria. The faculty of existing units would find varied opportunities to participate in the activities of the Open University. Some faculty members would be asked to serve on advisory committees of the Regents College, while others might be asked to accept appointment as full-time mentors or part-time tutors to Regents College students. Individuals, teams or consortia teams might apply for funding by the research and development unit in order to undertake projects which would contribute to the accessibility of education, e.g. the recasting of a classroom course into a mediated format. Thus, the Open University would utilize existing human as well as material resources.

Degree Levels

Another unique characteristic of this Open University program is that the primary focus will be upon the upper divisional requirements, or those more specialized learning experiences which will result in the competencies necessary to achieve either the regents degree in life studies, or one of the field or professional degrees presently being offered by existing units. This is based upon the assumption that many of the lower divisional requirements or the more general competencies can be developed either through prior life learning experiences or other previously-obtained educational experiences. Through its network of advisors, the Open University will make intensive efforts to facilitate their acquisition of needed competencies in existing lower division programs in the state, to certify whatever basic competencies these students may already possess, or, if necessary, to develop them in specially-designed programs. Flexible admission policies allow for greater choice on the part of the student as to where these general competencies are developed.

Summary

One way of viewing the various ways in which curricular designs are established is to view these four major components:

--Vocational/Professional: Expectations or requirements associated with various vocations, professions, certifying agencies and graduate schools.

--Disciplinary/Interdisciplinary: Units and sequences associated with various traditional and emergent concepts of the disciplines.

--Problem Oriented: Knowledge and competence pertinent to various social problems and human concerns such as population, environment, race, civil liberties, transportation and world peace.

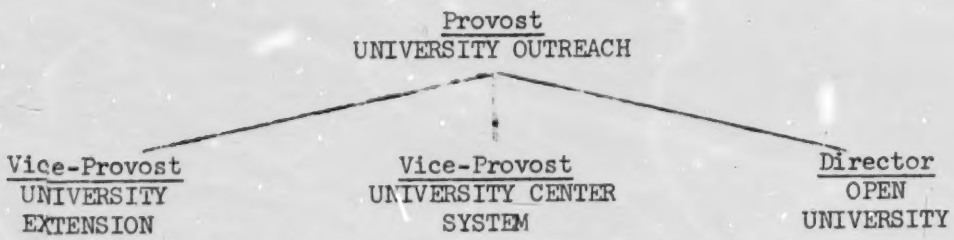
--Holistic/Thematic: Knowledge of competence pertinent to various thematic interests or holistic studies such as the cultures of cities, the fine arts and society, and phenomenon of man, studies in Britain, the culture of work and the demand of mankind.

There is growing need for individuals who have problem orientation or holistic/thematic overview, and for individuals who can integrate knowledge of all kinds. The Open University will work to encourage units with degree programs in any one of the four components to adapt such programs to an open-education format. Presently, most unit degree programs are either discipline or professionally oriented, although several units have introduced problem or holistic/thematic-oriented degrees. The Regents College degree program leans more heavily upon a problem or holistic/thematic orientation. To the extent that students desire existing programs, students will be encouraged to complete the degree requirements through an Open University format which becomes available with those already-existing degree programs. Consortia with or without Regents College participation can work jointly through one or more of its member units to meet the needs of students for particular types of open education degree programs.

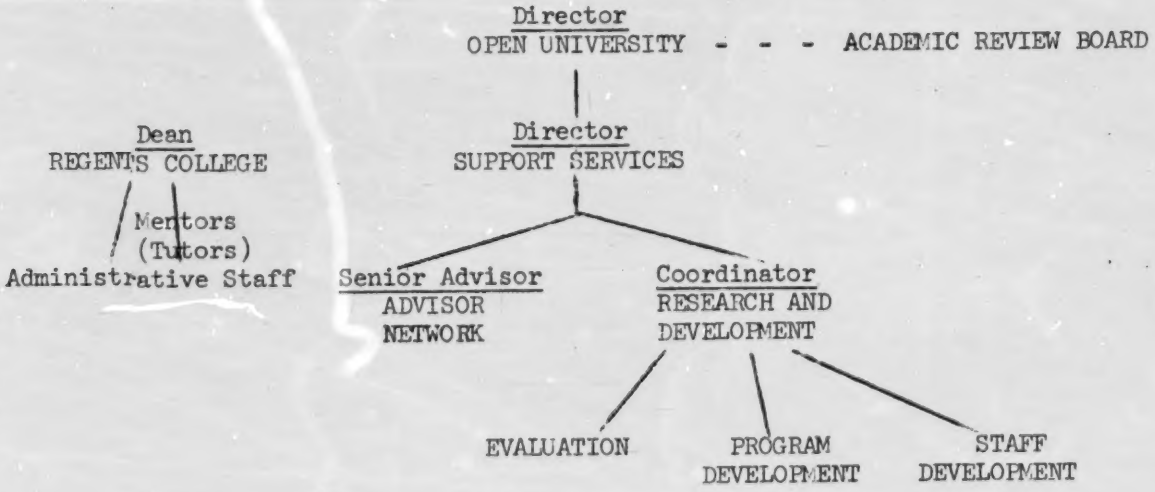
These programs in company with the support system should result in a dynamic Open University program designed to meet the higher education needs of the citizens of the state of Wisconsin.

To carry out this program, the organization of the Open University may be diagrammed as follows:

The Open University would form one branch of University Outreach:



The position of Director of the Open University should be elevated to that of Vice-Provost when the size and scope of the Open University warrants.



"Campus Units have responsibility for developing and offering (extended-day and) off-campus credit-bearing courses, within their instructional mission, in their immediate service area....University Extension has responsibility for developing and offering non-credit instructional events in relation to planned statewide programs of continuing education (while seeking) maximum involvement with campus Units."

POLICY STATEMENT ON THE ORGANIZATION OF UNIVERSITY EXTENSION AND OUTREACH ACTIVITY
Approved by the Board of Regents of the University of Wisconsin System, May 11, 1973
Drafted by Donald K. Smith, Senior Vice President, UW System

Introduction

The Regents of the University of Wisconsin System reaffirm the historic commitment of the public universities of Wisconsin to public service and the public good.

This reaffirmation recognizes that the major contribution of the University System to the public good has been and will continue to be the contributions made by citizens who, through study with the University, learn more and bring increased knowledge and understanding to their work and lives. It also means, however, that the System will take those steps possible to it to make its resources of people, instruction, and knowledge available to the citizens, agencies, and institutions of Wisconsin who seek or have need for access to such resources, at the times and places, and in the forms most useful to them. It further means continuing assessment of University System resources, statewide need for access to such resources, and the coordinated planning of statewide outreach programs which make best use of available resources.

The Regents note that the public universities of Wisconsin have a tradition of public service and outreach activity equal or superior to that found in any part of the nation. But new times bring new needs and new opportunities. More citizens seek lifelong access to learning. Governmental and private agencies have increased need for access to the research products and knowledge base of the University System. Study, research, and information transfer focused on the major problems of our society lay urgent claim to attention from the University System. For all these reasons, invigoration of the "Wisconsin Idea" becomes a high priority mission for the University System as a whole in the decade of the 1970's.

The policies proposed in this document are intended to set the framework of purpose, organization, and relationship within which the vitalization of University Extension and outreach activity can be accomplished.

I.

The Goals of Organization

The goals of organization are the following:

1. To establish the organization and administrative relationships which will make possible the coordination of University outreach activity on a statewide basis, with attention to continuing assessment of need,

development of priorities, allocation of resources in terms of priorities, and elimination of duplicative or unproductive activity.

2. To facilitate maximum involvement in outreach activity by all Units of the University System, including arrangements which encourage initiative by Units and insofar as possible place decision-making in the hands of persons who develop and carry out programs.

3. To facilitate coordination of University outreach activity with the resources and activity of other agencies of the State.

4. To conserve the integrity of established, productive, and high priority outreach programs, such as those established with the counties through cooperative extension.

II.

General Organizational Assumptions

1. There should be only one University Extension Unit for the System. This Unit has both unique responsibilities, and coordinate responsibilities with the campus Units for developing an effective, statewide, and coordinated University outreach program. University of Wisconsin Extension, which now carries its activity into all parts of the State, is designated as this Unit.

2. Where campus Units now have separate divisions of Extension and/or Continuing Education, these divisions should continue their work within the limits of the campus entitlements provided in this document. To the extent that their work involves functions and responsibilities also held by University Extension, discussions between University Extension and the campus Unit should be undertaken promptly to the end of assimulating such functions and responsibilities into University Extension in cooperation with the campus Unit. As feasible, campus-based personnel who should also be working with and through the program activity of University Extension should become joint appointees of the campus and University Extension. Should problems develop in such arrangements which cannot be resolved between the campus Unit and University Extension, these should be brought to the Office of the Vice President, Academic Affairs, for resolution.

3. Continuing staffing for the outreach function of the University System should emphasize all steps to strengthen linkages between campus Units, University Extension, and other agencies with resources or outreach activity in the planning and conduct of outreach programs. To this end, it is assumed that the pattern of new appointments related to outreach functions, whether for new positions or for replacement of vacancies, will give first priority to the use of joint appointments, and that special approval must be obtained from the Office of the Vice President, Academic Affairs, for appointments either by campus Units or University Extension which depart from this pattern.

III.

Responsibility for Off-Campus, Credit-Bearing Courses

1. Campus Units have responsibility for developing and offering off-campus, credit-bearing courses, within their instructional mission, in their immediate service area.

(a) This enables campus Units to have the option of developing extended day, extended week instructional programs as part of their regular residence instruction activity.

(b) Units may also, at their option, agree to have such off-campus, extended day, extended week credit courses offered through or jointly with University Extension.

(c) Immediate service area is defined as a first approximation as a geographic area which can be served by faculty teaching both on campus, and off campus on the same day. The Office of the Vice President, Academic Affairs, is authorized to designate further refinements of the immediate service areas of campuses after consultation with University Extension and the Unit or Units involved.

2. University Extension has responsibility for offering credit-bearing courses in the immediate service area of campus Units which respond to needs of the people of the area, but which represent the extension of resources not within the mission or the capability of the immediate campus Unit.

(a) By specific delegation, campus Units with unique resources and teaching programs, have responsibility for working with and through University Extension for statewide dissemination of such programs, as needed.

3. An information system should be established to the end that University Extension has comprehensive information on the off-campus offerings scheduled by each campus Unit, and the campuses have comprehensive information on the Extension-sponsored offerings in the State, with particular attention to the offerings in the immediate service area of any campus.

(a) Extension should identify an office to monitor such information to the end that problems involved in programming gaps, or in programming duplications are identified. These problems should be resolved promptly by direct discussions between Extension and the campus or campuses involved, and in the event prompt resolution is not possible, should be referred to the Academic Vice President for resolution.

IV.

Responsibility for Non-Credit Seminars, Short Courses, Conferences, etc.

1. Campus Units have responsibility for developing and offering non-credit instructional events, related to and supportive of their instructional mission, within their immediate service area.

(a) Campus Units may at their option work with and through University Extension in such offerings.

(b) The non-credit offerings developed should be on the basis of 100% cost-recovery--either based on the fact that they are provided without cost by the faculty involved, or that all costs are recovered from the participants.

(c) It is strongly recommended that campus Units work with and through University Extension as the fiscal manager for such events.

2. University Extension has responsibility for developing and offering non-credit instructional events in relation to planned statewide programs of continuing education.

(a) University Extension should provide on and close to campuses the non-credit events which are based on missions or resources not represented on the campus or provided by the campuses.

(b) By specific delegation, campus Units with unique resources and teaching programs should work with and through University Extension in the statewide dissemination of such programs, as needed.

3. The same information system used for credit offerings should be developed for non-credit offerings, and the same monitoring procedures followed to assure that gaps in programming or wasteful duplication does not occur.

4. As part of its statewide programming for University, non-credit outreach, University Extension should seek maximum involvement with campus Units to provide Extension-held resources for non-credit events which are not 100% cost recovery events.

(a) To the maximum extent consistent with fiscal responsibility, University Extension should support effective joint enterprise by campuses and Extension with budgets defined at the outset of the programming year. The end in view is to provide a consistent fiscal base for maximizing campus initiative on outreach programming in its immediate service area.

V.

Statewide Assessment of Need and Program Planning

1. The arrangements specified in Sections III and IV, foregoing, require campus Units to assess instructional needs in their immediate service area as these needs relate to their missions, to join with Extension on assessing statewide needs for unique, campus-based programs, and to inform Extension concerning local and regional assessments and programs.

2. There is, additionally, a need to develop planning procedures which assure the production annually of work plans for statewide outreach programs related to: (a) information transfer relative to the identified needs of agencies, institutions and populations in the State; (b) coordinated educational support for effective engagement with identified State problems,

such as economic development, health care, environmental use and protection, etc.

(a) University Extension, jointly with the Units, should create statewide planning committees involving participation from appropriate Units, agencies and field staff, for an identified list of on-going program areas to assess program needs and propose annual work plans.

(b) University Extension, jointly with the Units, should create a System Extension Administrative Council on outreach programming, involving representation from Units of the System, to advise concerning Extension policy, and to review and recommend concerning planning committee products, and the creation or elimination of planning committees.

(c) In order to respond to emergencies, or identified short-term needs, University Extension should create, with the advice of the most appropriate instructional or research units, a task force to develop a University response.

VI.

The Development of Mediated Instruction, and Media Support for Instruction

Recognizing the growing importance of mediated instruction to both campus-based instruction, and University outreach, the Regents affirm the following policies concerning development of such instruction:

1. Units have responsibility for developing media support for their instruction, including mediated courses within their instructional mission and in support of their degree programs.

2. University Extension has responsibility for developing mediated and auto-tutorial courses supportive of its special statewide programming, and/or the needs of particular groups not otherwise served or effectively served.

(a) Credit-bearing courses, including correspondence study courses sponsored by University Extension, should be developed cooperatively by Extension and one or more campus Units, with credit assignable to the sponsoring campus.

(b) In the event of a need which cannot be filled in this way, University Extension, with the advice of an appropriate faculty Council and the approval of the Office of the Vice President, Academic Affairs, may proceed with development and dissemination of a course bearing Extension only credit.

3. Inter-institutional use of developed materials should be encouraged by:

(a) Inter-institutional cooperation in planning and development of new courses, based on consortium arrangements for identifying needs and carrying out development tasks.

(b) Systemwide dissemination through University Extension, of information on developed courses and materials.

(c) Continuing faculty evaluation of the quality and usefulness of available materials.

(d) The establishment of System policy on user costs, and copyright protection.

VII.

External Degrees

In order to facilitate access to higher education opportunity for citizens who do not now have appropriate access, including programs leading to appropriate degrees and certificates, the Regents provide the following:

1. There should be created in University Extension, coordinate with the Office of the Vice President, Academic Affairs, a new agency to be known as Regents Statewide University. This agency shall be charged with the following mission:

(a) To establish an appropriate faculty-administrative task force drawn from Units of the System to establish the policy guidelines for any external degree program offered by the System, or any of its units or consortia of Units.

(b) On the basis of these guidelines, to establish an appropriate faculty task force or task forces from Units of the System to plan and design one or more undergraduate degree or certificate programs to be made available to Wisconsin citizens not now served or effectively served by higher educational programs offered by the System.

(c) To review plans thus developed with one or several Units of the System, or consortia involving several Units, to the end of establishing the appropriate campus resource base for any proposed program.

(d) To bring forward the plan, or plans thus generated for review by the Office of Vice President, Academic Affairs, and recommendation to the Regents.

2. In initiating this planning program and goal, the Regents provide the following policy stipulations:

(a) Programs proposed should be clearly designed for populations now not served or effectively served by the System, and therefore non-competitive with existing programs.

(b) Programs should make the maximum feasible use of existing resources, i.e., developed outreach courses of the campuses and University Extension.

(c) Programs should be designated as experimental, and include provision for evaluation incident to decision on continuation, modification, or elimination.

(d) Programs leading to degrees should provide the basis for assurance that degrees thus achieved will be qualitatively on a par with those now offered by the System.

VIII.

Implementation

The Regents ask that System Administration issue the administrative guidelines needed to implement as rapidly as possible the policies stated in this document. Concerning implementation, the Regents observe:

1. That continuity of service for existing and effective programs should be assured, and that where transfer of the administrative location of a program or the personnel associated with it is needed to achieve the policy goals now affirmed, this be carried out only after full consultation with the units and people affected.

2. That it should be the goal of the System that credit instruction leading to a University degree, whether offered on campus or off, should be financed in the same state subsidy/student fee proportion as resident campus instruction. As a matter of equity, the University System should see, a condition where part-time students seeking educational goals through off-campus courses are neither disadvantaged nor advantaged in relation to resident students as to the quality and cost of their education. The Regents recognize that achievement of these goals will involve a series of transitional steps in University budgeting practices and procedures, and that this transitional process should be accomplished in such a way as to maintain and augment the current educational opportunities of Wisconsin citizens.

3. That a report on implementation steps and accomplishments be made to the Regents not later than December, 1973, to the end that progress may be assessed and any needed policy modifications or additions may be considered.

THE COMMITTEE

Dennis Dresang, Associate Professor, Political Science

Jack Duffie, Professor, Engineering Experiment Station, and Associate Dean, Graduate School (resigned January 14, 1975)

Herbert Gochberg, Chairman, French and Italian

Charles O. Kroncke, Associate Professor, Business

Harland Samson, Professor and Chairman, Continuing and Vocational Education

Clay Schoenfeld, Professor, Journalism and Wildlife Ecology (Chairman)

Charles Scott, Professor, English (on leave Semester II, 1975)

Don W. Smith, Professor, Medical Microbiology

Howard L. Stone, Director, Educational Planning, Health Sciences

David Wieckert, Professor, Dairy Science

Vivian Wood, Professor, Social Work

Joe Corry, Assistant Vice Chancellor (Consultant)